Equal Opportunities

Table of Contents

1 Policy Statement 2
2 Procedures 3
3 Additional Prep School and EYFS Action 4
Document information 5

1 Policy Statement

1.1 At Embley we recognise our responsibility to ensure positive attitudes to diversity and difference – not only so that every child is included and not disadvantaged, but also so that they learn from the earliest age to value diversity in others and grow up making a positive contribution to society. We understand the importance of providing a challenging and enjoyable programme of learning and development and we undertake to make reasonable adjustments to enable all to participate in our programme of learning.

1.2 In line with United Learning standards, Embley is totally committed to avoiding all forms of discrimination as set out in the UK Equality Act (2010). This applies to pupils (including boarders and those in our EYFS setting), parents and staff members and includes discrimination on the grounds of: age; religion or belief; physical ability or disability (including HIV status); learning ability or difficulty; race (including colour, nationality, ethnicity, family or linguistic background); marital status and civil partnership; sex; sexual orientation; trade union membership; part-time and fixed-term working; gender reassignment; pregnancy and maternity.

1.3 We seek to ensure that all our pupils, including those who are disabled or have special education needs, are included, valued and supported. We undertake to work with the school community, with parents and with other relevant agencies to ensure that any form of discriminatory behaviour is treated seriously and action is taken to prevent any repetition. This policy and the effectiveness of our inclusive practices at Embley are reviewed annually by the school's Local Governing Body

1.4 The name of the Special Needs Co-ordinator in the Prep School is Denise Griffiths and in the Senior School is Katie Viola. It is their responsibility, alongside the Senior Leadership Team, to:

1.4.1 Ensure that arrangements are in place for reviewing monitoring and evaluating the effectiveness of inclusive practices that promote and value diversity and difference; how inappropriate attitudes and practices will be challenged; and how the provision will encourage to value and respect others.

1.4.2 Challenge inappropriate attitudes and practices through effective teaching of PSHE and RE, the appropriate use of the Behaviour and Discipline Policy and Procedures where necessary and through regular discussions in staff meetings and assemblies.

1.4.3 This policy applies to all members of our school community, including boarders and those in our EYFS setting.

1.4.4 Embley is fully committed to ensuring that the application of this Equal Opportunities Policy is non-discriminatory in line with the UK Equality Act (2010).

1.4.5 Embley seeks to implement this policy through adherence to the procedures set out in the rest of this document.

1.4.6 Staff at Embley are also covered by the United Learning Equal Opportunities Policy.

1.5 This document is available to all interested parties on our website and on request from the Senior or Prep School offices and should be read in conjunction with the following documents/Policies:

Admissions Policy
Anti Bullying
Behaviour and Discipline
PSHE Policy and Schemes of Work

Special Education Needs & Disability (SEND)
United Learning Equal Opportunities Policy

2 Procedures

2.1 Ensure clear provision of our policy for equal opportunities to all pupils, staff and parents, including those of prospective pupils.

2.2 Working with outside agencies such as educational psychologists, occupational therapists, gender counsellors (GIRES) and mental health agencies (CAMHS) to support the endeavour of the school in serving the needs of all pupils, parents and staff.

2.3 Discussing, where appropriate, equal opportunities at staff meetings.

2.4 Ensuring care provided is sensitive to the needs of individual pupils.

2.5 Delivering the message of equal opportunities within PSHE, the wider curriculum and through the co-curricular programme.

2.6 Dedicating whole school and class assemblies, form time and circle time to the importance of kindness, care and unconditional respect for members of the school and the wider community, and on promoting and valuing diversity and differences.

2.7 Meeting the individual needs of all pupils, as detailed by parents and by the pupil's previous setting, through teacher, assistant and outside agencies working together with the pupil and the pupil's parents.

2.8 Ensuring that the individual needs of all pupils, including those who are disabled or have special educational needs are met, and pupils are included, valued and supported and that reasonable adjustments are made for them.

2.9 Monitoring the needs of all pupils as they progress through the school, through discussion at meetings, and written information circulated confidentially, relating to specific support for learning or emotional, social, mental, physical or other difficulties.

2.10 Discussing, reviewing, monitoring and evaluating at staff meetings and leadership meetings, the effectiveness of inclusive practices which enable all pupils, parents and staff to access and enjoy school life.

2.11 Having a commitment to working with the whole school community, with parents and with other relevant agencies to ensure that any form of discriminatory behaviour is treated seriously and action is taken to prevent repetition

2.12 Ensuring that the Personal, Social, Health and Economic Educational Programme includes discussion of Equal Opportunities.

2.13 Ensuring school documents demonstrate a commitment to Equal Opportunities and avoid inappropriate discrimination of all forms.

2.14 Making appropriate provision or exemption, where feasible and desirable, for pupils with special dietary, dress or religious observance requirements or needs because of religious or cultural backgrounds.

2.15 Making reasonable adjustments for pupils who are undergoing gender reassignment.

2.16 Aiming to recruit equal numbers of boys and girls in each year group. The curriculum is the same for both boys and girls and there is no gender bias when it comes to the recommendation or composition of option groups at any

level. Although there is a different range of sporting options for boys and girls neither is regarded as more important than the other. All other activities provided are designed for boys and girls.

3 Additional Prep School and EYFS Action

3.1 Children develop and learn at different rates. In line with the EYFS Framework the school values the importance of learning and development, this covers the education and care of all children including children with special educational needs and disabilities (SEND).

3.2 The Head of Prep School and the SENCO will, as part of ongoing discussions with and feedback from staff, pupils and parents, review, monitor and evaluate the effectiveness of the practices that promote and value diversity, difference, access and equity, making changes and adaptations as appropriate.

3.3 The graduated approach is used to provide early and effective support for children with SEND: remove barriers to learning, match interventions and support a child's specific SEND and ensure that every child receives the support they need to make good progress. Provision and need is tracked and adjustments made through Provision Mapping, which is updated termly.

Document information

Version Number	8.1
Reason for Version Change	Annual Review
Date of Version Change	1 September 2025
Name of owner/author	Leah Goodey
Name of individual/department responsible	Cliff Canning, Headmaster Sheina Gibb, Head of Prep School
United Learning Independent Schools/Academies/Both	United Learning Independent Schools
Target Audience	Public
Date Authorised	1 September 2025
Date issued	1 September 2025
Where available	United Learning Hub, school website, school network
Next Review Date	August 2027